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ABSTRACT

A study was conducted at California's Mt. San Antonio College (Mt. SAC) to determine whether remedial classes had assisted students in reaching their educational goals. The study sample included all students (N=425) enrolled in Fall 1980 Learning Assistance classes which included: Reading Skills Review, Writing Skills Review, or Math Skills Review. Students' applications for admission, transcripts, and mail-survey responses were used to develop profiles for each class, with subgroups created for persisters and non-persisters, students who had successfully completed advanced classes, students who received degrees and certificates, and transfer students. Study findings included the following: (1) 74% of the students in the sample were from minority groups, compared to 33.6% of the total fall 1980 college enrollment; (2) 58% of the students had been out of high school for 5 years or more; (3) 37% of the students who had entered college to obtain job skills had reached their goal, compared to 19% of the students whose goal was to transfer or Associate degrees; (4) goal achievement rates were higher for the students in the remedial math classes than for the writing or reading students; (5) there was a strong correlation between student withdrawal and entering reading comprehension test scores; (6) by fall 1986, five of the 22 students who had transferred had completed bachelors degrees; (7) students enrolled in only remedial classes did not do as well as students enrolled concurrently in a remedial class and other credit classes; and (8) 67% of the students who completed the reading class and 71% of those who completed the writing class took no other English classes at Mt. SAC. (UCM)

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A RETROSPECTIVE STUDY

OF

MT. SAN ANTONIO COLLEGE LEARNING ASSISTANCE SERVICES

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June 1987

MSAC Institutional Research

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A RETROSPECTIVE STUDY

OF

MT. SAN ANTONIO COLLEGE LEARNING ASSISTANCE SERVICES

INTRODUCTION

To meet the 1985 College objective to evaluate the effectiveness of remedial strategy, a longitudinal study of students enrolled in Fall 1980 Learning Assistance classes was undertaken by the President's Research Office. The purpose of the study was to determine if these classes had assisted students in reaching their educational goals.

POLICY RECOMMENDATIONS

The transcript analysis of persisters and non-persisters clearly indicate that test scores alone were not predictors of student success. An individual composite of academic and personal information, including hours worked per week, family responsibilities, degree of family/spousal support for student's academic goals, must continue to be used to place students in college course work.

Forty-two percent of the entire study group and forty-eight percent of the non-persisters in this study came from District high schools. Due to this significant number of District students, cooperative programs with these high schools should be established to access and improve student skills in reading, writing, and mathematics prior to college entrance

A transcript analysis showed that students enrolled only in LERN classes did not do as well as students concurrently enrolled in other college course work. New course structuring, including paired classes, should be developed to facilitate student progress from LERN classes to prerequisite level English and mathematics classes. Although LERN 86 had a 75 percent completion rate, 91 percent of the students took no further math courses. Over 82 percent completed LERN 76, but 67 percent took no further English classes.

A computer program needs to be developed to record test scores and other information pertinent to student progress in learning assistance classes. It is essential for program evaluation to have timely and easily accessible information.

RESEARCH DESIGN

A complete information composite for each student, that included academic and personal information, was not available. Significant data elements were incomplete, including: high school transcripts, date(s) of counseling interviews, student work/family responsibilities, reentry interview records, and transfer information.

To compensate for this missing data, a holistic inquiry model was developed to analyze each student's application information, transcript, and mail-survey response. Telephone calls were also made to identify transfers.

Using this model, profiles were developed for each class. Subgroupings from the profiles include: persisters and non-persisters; students who successfully completed advanced courses; those who received certificates and degrees; and transfer students. Subgroup comparisons include: male and female, students who entered directly from high school, and reentry students. The purpose of the clustering and the subgroups is to provide a closer, more individualized look at each student in the study, and to attempt to identify any significant patterns of student persistence and withdrawal.

Research questions to be applied to the study data were developed from discussions with Ron Chavez, Chair, Learning Assistance Services; Learning Assistance faculty; Dr. Gil Dominguez, Dean, Instructional Services; Dr. Bruce Paulson, Dean, Student Services; and Joe Zagorski, Vice President, Instructional and Student Services. The LARC Matrices of Methods and Materials was used to develop the student demographic profiles. Remedial programs studies done at American River, Butte, Fullerton, Sacramento City, Santa Ana, Santa Barbara, and Santa Monica Community Colleges were also reviewed.

STUDY QUESTIONS

* Who are learning assistance students, and what are their educational goals?
* What is their success rate in reaching these goals?
* What are the completion rates in learning assistance classes?
* What is the progress of learning assistance students to higher level English and mathematics courses?
* Do learning assistance students articulate to transfer level courses?
* Does concurrent enrollment in one or more learning assistance classes increase student success in other college classes?
* Do learning assistance services enhance retention in school, within the mainstream college program, or in transferring to a four-year college?
* Do support services make a difference to learning assistance students' success?

Counseling
Child Care
Career Center
E.O.P.S.
Financial Aid
Handicapped Services
Health Services
Job Placement
Library
Reentry Center
Student Activities
Veterans' Aid

METHODOLOGY

The entire Fall 1980 enrollment in LERN 76, 81, and 86 was selected for the sample. A demographic profile model was developed for the enrollment, transcript, and student survey data. The student information profiles for each class were grouped separately and LERN 76 was divided into four subgroups.

SAMPLE

LERN 76 - Reading Skills Review

LERN 76 - With Gates Scores	133	
LERN 76 - With Nelson Denny or Single Scores	141	
LERN 76 - Withdrawals	9	
LERN 76 - No Scores	23	
LERN 81 - Writing Skills Review	55	
LERN 86 - Math Skills Review	45	
LERN 76, 81, 86 Transfers	19	
Total Sample	**425**	**Students**

IDENTIFICATION OF COMPLETERS

The transcripts of students who did not transfer or receive a degree or a certificate were analyzed with the assistance of Dick Wright, Dean, Occupational Programs, to identify students who passed advanced courses in vocational programs, but received no formal award.

IDENTIFICATION OF TRANSFERS

The only source for the identification of students who transferred was the CSU tape from MSAC Computer Services, the Learn Student Survey responses, and individual phone calls to students who appeared from their transcripts to be likely transfer candidates. The total study sample was compared with the CSU tape by Computer Services. Dorothy Fleck, Transfer Center Administrator, Cal Poly Pomona, furnished the transcripts for Cal Poly transfers. Letters were sent to the other CSU campuses requesting transcripts for the other students identified on the tape.

COUNSELING, E.O.P.S., AND HANDICAPPED STUDENT COUNSELING RECORDS

Counseling, E.O.P.S., and Handicapped Student Services were most cooperative in searching for records they might have in addition to the information on the computer Student Personal Information display. This display showed if a counselor had been assigned to a student, but did not verify that the student had actually seen the counselor or on what date the appointment had taken place. The E.O.P.S. counseling dates were available, but the others were not completely recorded. Unfortunately, this missing information made it impossible to compare the retention and success of all the students who had seen a counselor with those who had not.

STUDENT TEST SCORES

Pre- and post-Gates and Nelson Denny scores for LERN 76 students had been manually recorded and maintained in the Learning Resource Center files. These scores were entered by hand on each student transcript and became a part of the study data. No test information was available for LERN 81 or LERN 86.

STUDENT PROFILE - FALL 1980 LERN 76 READING SKILLS REVIEW

	Female	Male	Total	Percent
Number of Students	180	145	325	
Ethnicity:				
American Indian	2	1	3	.9%
Asian	42	31	73	22.5%
Black	45	28	73	22.5%
Hispanic	48	45	93	28.6%
White	39	33	72	22.2%
Other	4	6	10	3.1%
High School Diploma	145	108	253	77.8%
District High School	70	60	130	40.0%
Delayed Entry (5 Years or More)				
With No Other College Credit	101	89	190	58.5%
With Other College Credit	3	2	5	1.5%
Special Needs:				
Financial Aid	85	65	150	46.2%
Handicapped	11	15	26	8.0%
Instructional Goals:				
Bachelors Degree or Higher	43	49	92	28.3%
AA/AS 30.0%	54	39	93	28.6%
Certificate	12	6	18	5.5%
Job Skill	25	22	47	14.5%
High School Diploma	5	7	12	3.7%
Not Specified	41	22	63	19.4%
Declared Major	116	80	196	60.3%
Counselor Assigned	138	100	238	73.2%
Took Guidance Class	46	47	93	28.6%
Completed LERN 76 (67% took no further English courses)	150	118	268	82.5%

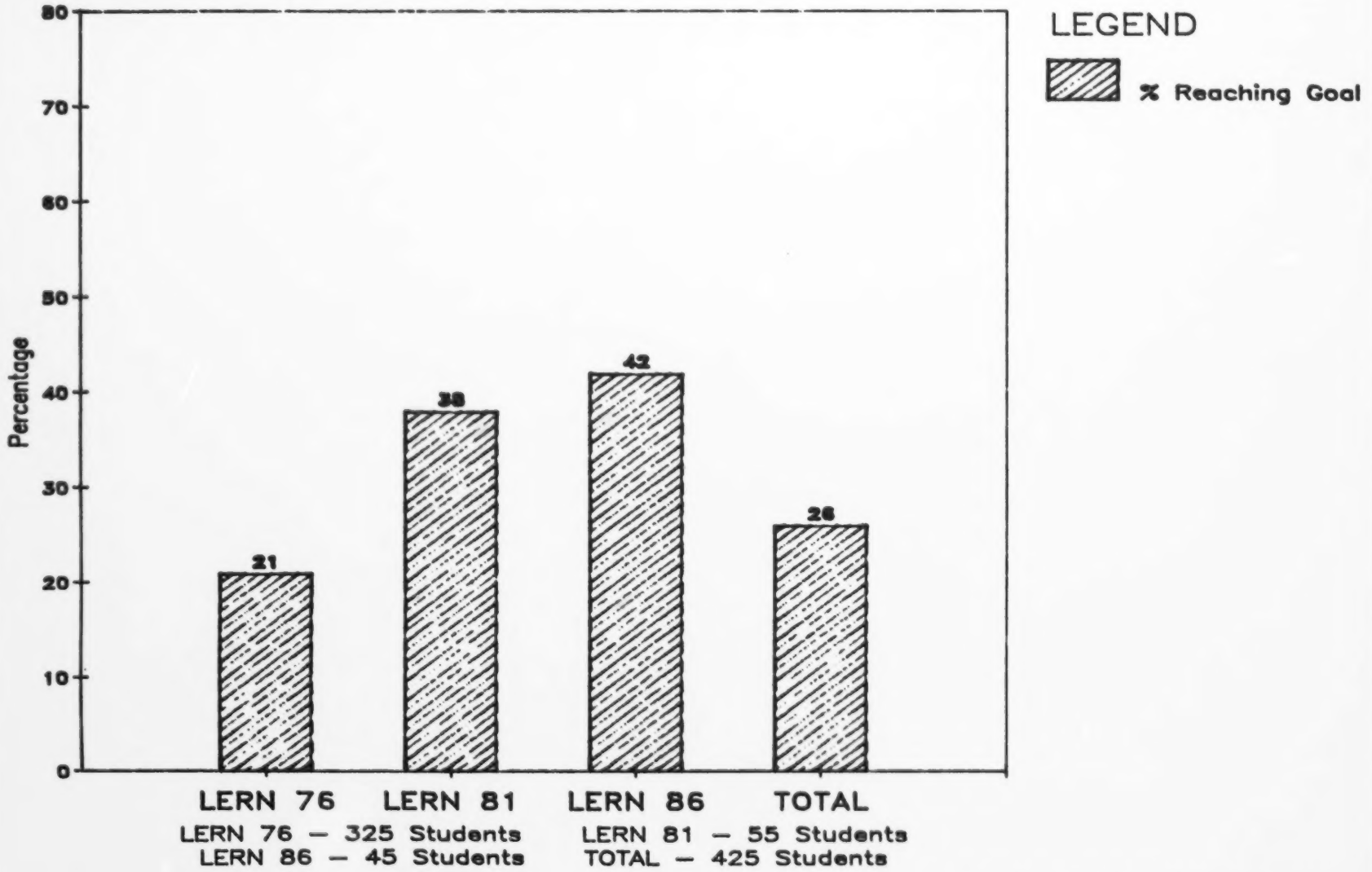
STUDENT PROFILE - FALL 1980 LERN 81 WRITING SKILLS REVIEW

	Female	Male	Total	Percent
Number of Students	30	25	55	
Ethnicity:				
American Indian	0	2	2	3.6%
Asian	1	0	1	1.8%
Black	2	10	12	21.8%
Hispanic	14	7	21	38.2%
White	12	7	19	34.5%
Other	1	0	1	1.8%
High School Diploma	25	20	45	81.8%
District High School	14	10	24	43.6%
Delayed Entry (5 Years or More)				
With No Other College Credit	13	8	21	38.2%
With Other College Credit	0	0	0	0
Special Needs:				
Financial Aid	14	13	27	49.1%
Handicapped	4	2	6	10.9%
Instructional Goals:				
Bachelors Degree or Higher	10	4	14	25.5%
AA/AS	10	8	18	32.7%
Certificate	1	2	3	5.5%
Job Skill	6	2	8	14.5%
High School Diploma	1	0	1	1.8%
Not Specified	4	9	13	23.6%
Declared Major	18	17	35	63.6%
Counselor Assigned	25	17	42	76.4%
Took Guidance Class	10	8	18	32.7%
Completed LERN 81 (71.1% took no further English courses)	27	9	36	65.5%

STUDENT PROFILE - FALL 1980 LERN 86 MATH SKILLS REVIEW

	Female	Male	Total	Percent
Number of Students	27	18	45	
Ethnicity:				
American Indian	0	0	0	0
Asian	1	0	1	2.2%
Black	3	3	6	13.3%
Hispanic	12	2	14	31.1%
White	10	11	21	46.7%
Other	1	2	3	6.7%
High School Diploma	22	16	38	84.4%
District High School	14	10	24	53.3%
Delayed Entry (5 Years or More)				
With No Other College Credit	13	12	25	55.6%
With Other College Credit	4	1	5	11.1%
Special Needs:				
Financial Aid	4	5	9	20.0%
Handicapped	6	4	10	22.2%
Instructional Goals:				
Bachelors Degree or Higher	7	4	11	24.4%
AA/AS	5	6	11	24.4%
Certificate	1	1	2	4.4%
Job Skill	8	2	10	22.2%
High School Diploma	1	1	2	4.4%
Not Specified	5	4	9	20.2%
Declared Major	16	12	28	62.2%
Counselor Assigned	22	12	34	75.6%
Took Guidance Class	9	10	19	42.2%
Completed LERN 86 (91.1% took no further math courses)	22	12	34	75.6%

FALL 1980 LEARNING ASSISTANCE STUDENTS
THE SUCCESS RATE IN MEETING EDUCATIONAL GOALS



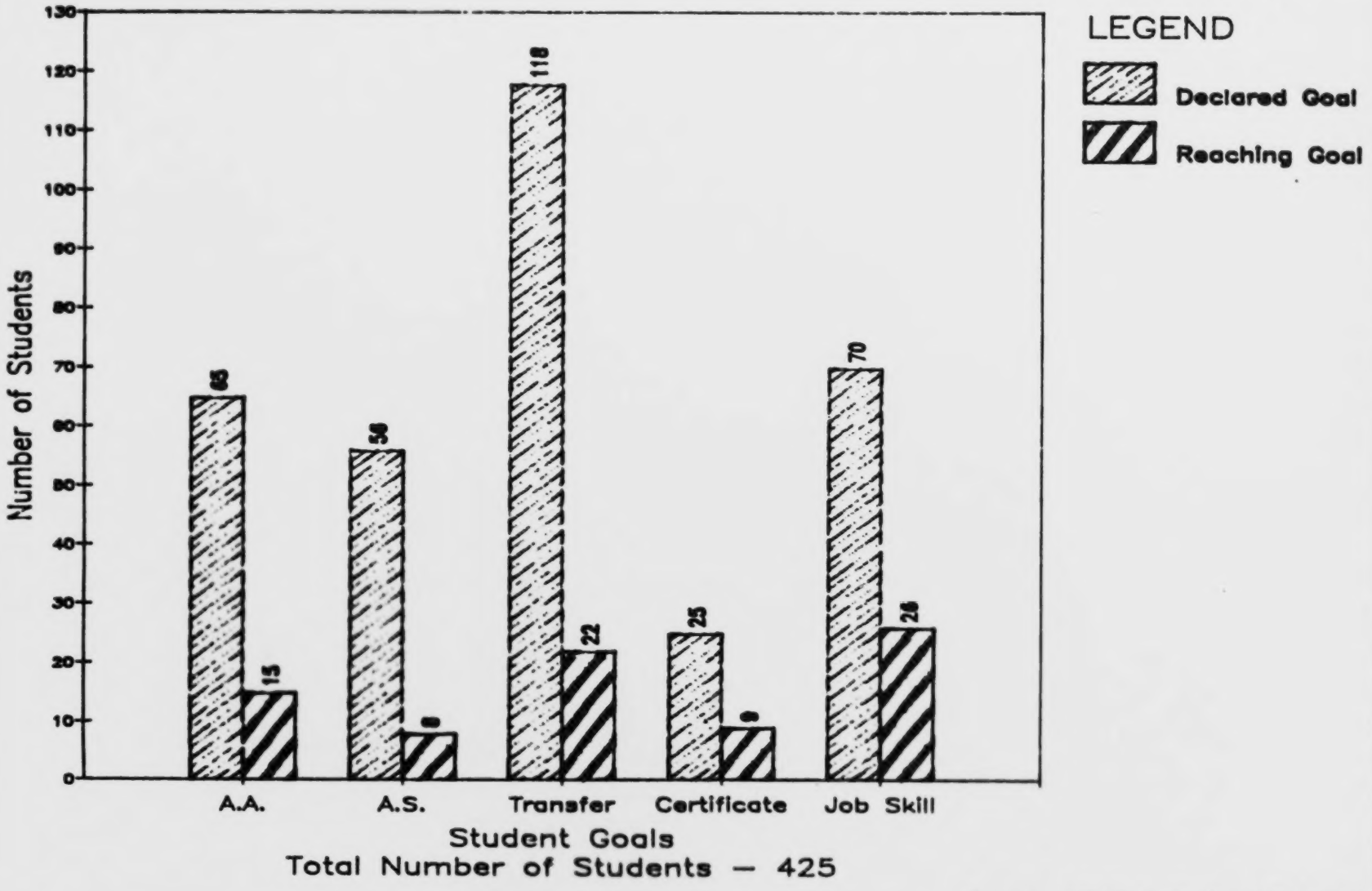
Source: MSAC Institutional Research

FALL 1980 LEARNING ASSISTANCE STUDENTS

THE SUCCESS RATE IN MEETING EDUCATIONAL GOALS

	# of Students	No Goal	# Reaching Goal	% Reaching Goal
LERN 76	325	68	54	21%
LERN 81	55	3	20	38%
LERN 86	45	9	15	42%
TOTAL	425	80	89	26%

FALL 1980 LEARNING ASSISTANCE STUDENTS
THE SUCCESS RATE — BY GOAL — IN MEETING EDUCATIONAL GOALS



Source: MSAC Institutional Research

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THE SUCCESS RATE OF FALL 1980 LEARNING ASSISTANCE STUDENTS IN MEETING EDUCATIONAL GOALS

Goals Identified from Application Form

	No Goal Specified	High School Diploma		Job Skill Completers		Certificate		A.A. Degree		A.S. Degree		Transfer	
		Entry Goal	Rate of Compl.	Entry Goal	Rate of Compl.	Entry Goal	Rate of Compl.	Entry Goal	Rate of Compl.	Entry Goal	Rate of Compl.	Entry Goal	Rate of Compl.
LERN 81													
Female (30)	0	1	100%	6	33%	3	100%	7	43%	3	67%	10	40%
Male (25)	3	None		7	29%	2	NC	4	25%	4	25%	5	20%
LERN 86													
Female (27)	5	1	NC	8	NC	1	NC	5	60%	None		7	43%
Male (18)	4	1	NC	2	200%	1	NC	4	50%	2	NC	4	75%
LERN 76													
Female (180)	43	4	NC	25	32%	12	42%	28	4%	25	8%	43	19%
Male (145)	25	4	NC	22	46%	6	17%	17	29%	22	14%	49	23%

NC = None Completed

Source: MSAC Institutional Research

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THE PROGRESSION OF STUDENTS FROM LERN 76 TO ENGL 1A
(With Gates Scores)

LERN 76

149 Students
11 Withdrew
137 (92%) Completed
22 Repeated Once
10 Repeated Twice
1 Repeated 3 Times

Mean Gates Exit Comprehension Scores

Transfers	7.14
Others	7.26
All	7.25

Range - Comp. Scores: Enter 10.1 - Exit 9.9
Range - Voc. Scores: Enter 10.4 - Exit 9.7

ENGL 67

42 Students
1 Withdrew
41 (28%) Completed
6 Repeated Once
4 Repeated Twice

Mean Gates Exit Comprehension Scores

Transfers	7.89
Others	8.00
All	7.98

Range - Comp. Scores: Enter 7.6 - Exit 8.8
Range - Voc. Scores: Enter 8.9 - Exit 9.7

ENGL 68

32 (21%) Completed
1 Repeated Twice

Mean Gates Exit Comprehension Scores

Transfers	7.43
Others	8.14
All	7.89

Range - Comp. Scores: Enter 7.6 - Exit 8.0
Range - Voc. Scores: Enter 9.4 - Exit 8.5

ENGL 1A

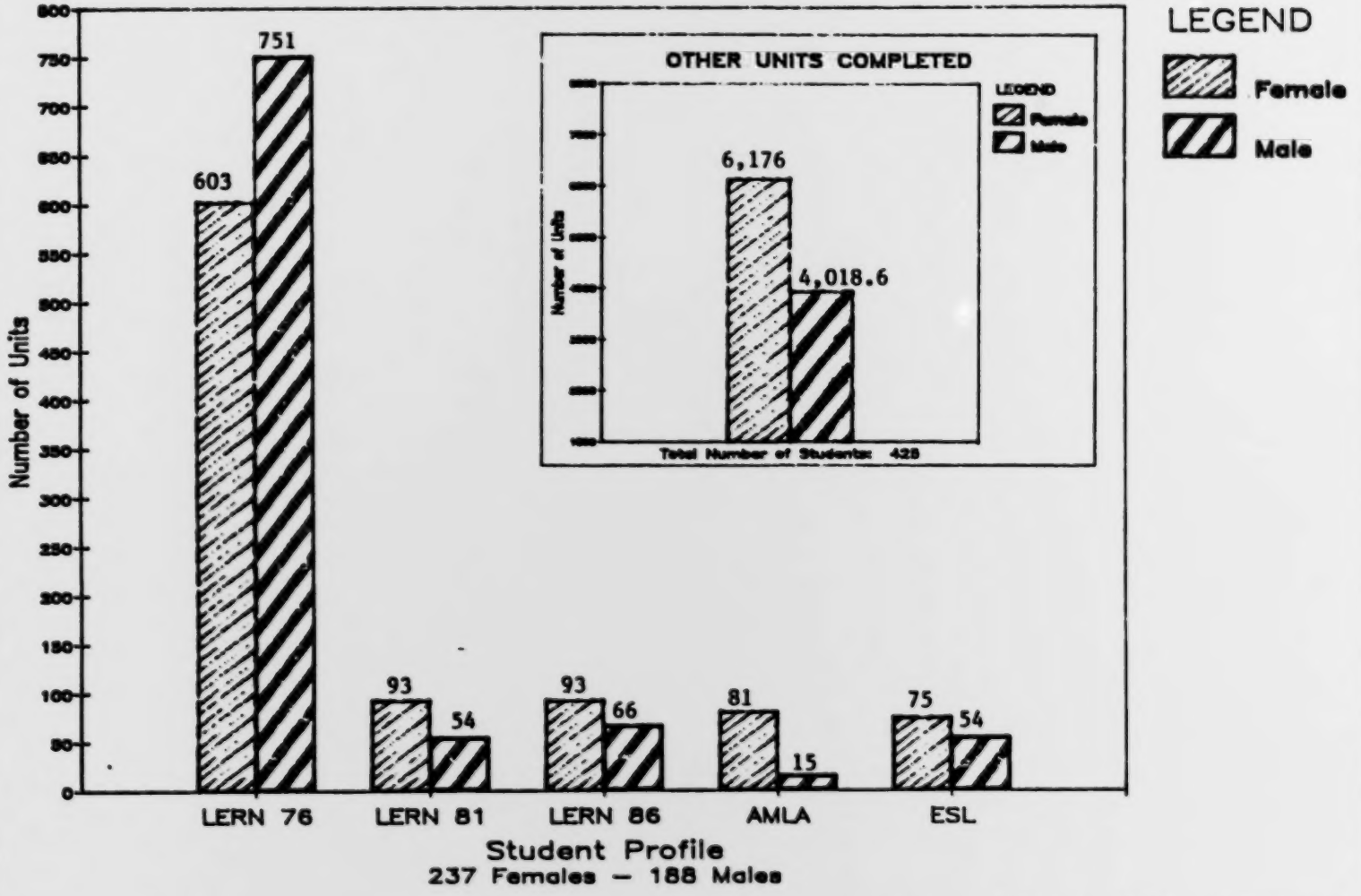
15 (10%) Completed
2 Withdrew
1 Repeated Twice
2 Repeated 3 Times

Mean Gates Exit Comprehension Scores

Transfers	6.79
Others	9.00
All	7.74

Range - Comp. Scores: Enter 5.3 - Exit 8.0
Range - Voc. Scores: Enter 9.4 - Exit 8.5

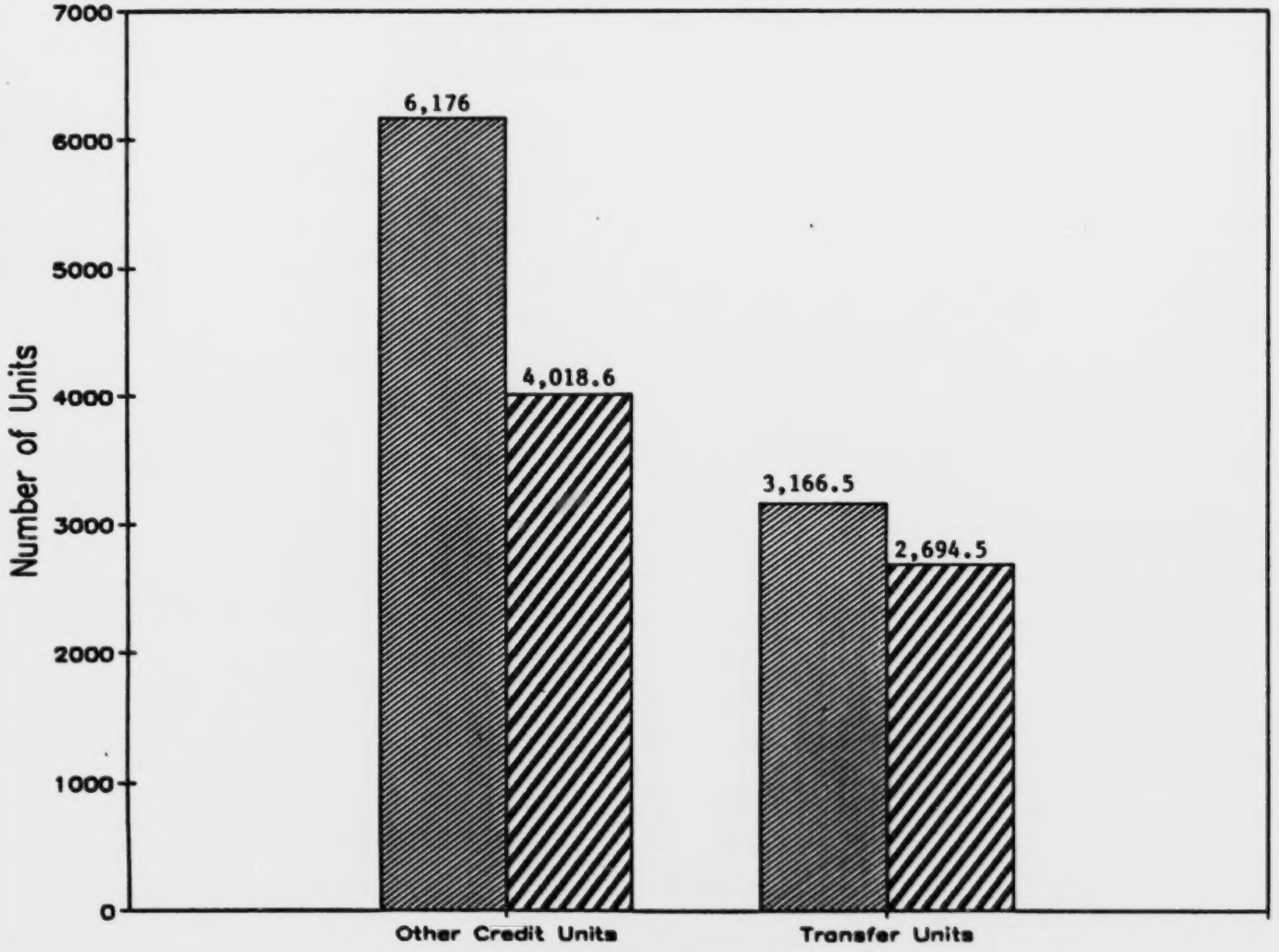
UNITS COMPLETED IN LERN 76, 81, 86, AMLA & ESL



Student Profile
237 Females – 188 Males

Source: MSAC Institutional Research

TRANSFER UNITS COMPLETED BY LEARNING ASSISTANCE STUDENTS



Student Profile
237 Females — 188 Males

PROFILE OF PERSISTERS

PROFILE OF PERSISTERS

The successful students in this study are synonymous with Aesop's tortoise who persisted until he finished the race. Their path was not swift or smooth but they were doggedly persistent, often repeating courses until they were successful. The analysis of their transcripts indicates that concurrent enrollment in one or more learning assistance classes increased success in other college classes. The students completed 12,079.6 credit units, of which 5,861 (49 percent) were transferable. Only 1,660 (14 percent) of these units were in Learning Assistance classes, and 225 (1.9 percent) were in AMLA and ESL classes. Sixty-five percent of the persisters were minority students: 26 percent Asian, 11 percent Black, and 28 percent Hispanic.

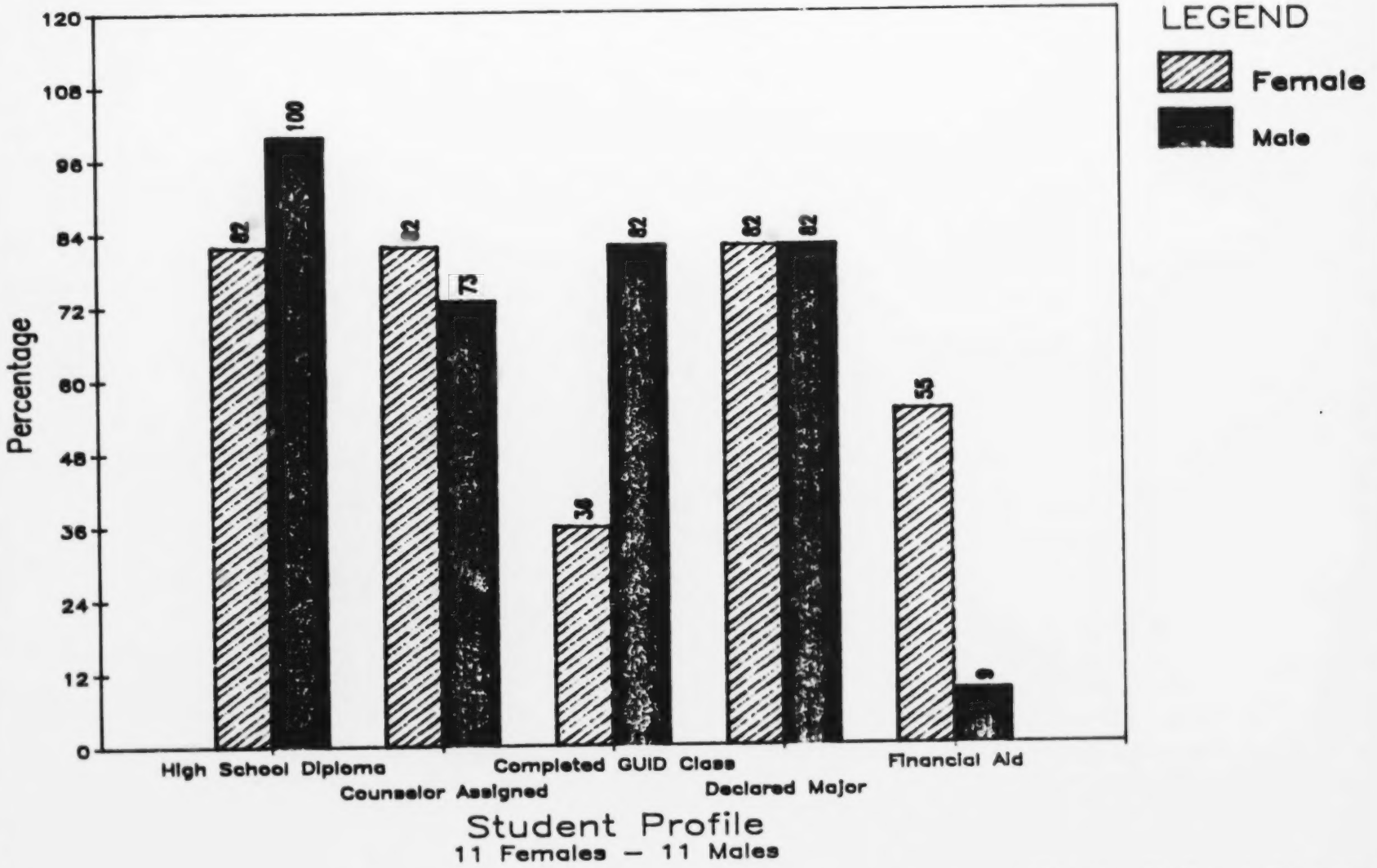
TRANSFERS

The twenty-two transfers were evenly divided between males and females. Counselors were assigned to 82 percent of the females and 73 percent of the males. Eighty-two percent of the males completed a guidance class and only 36 percent of the females. Fifty-five percent of the females and nine percent of the males received financial aid. Eighty-two percent of both males and females declared a major. Bachelor degree was the highest percentage goal indicated by this group. Graduation from District high schools was 91 percent for the males and 27 percent for the females. Four of the group took AMLA and ESL classes. Asian students were the largest minority in this group, which included an 82 percent minority population of females and a 63 percent population of males. Average range of semesters attended, including summer school, was 8.18 males, 7.91 females. Mean Gates exit comprehension scores were 7.59 for females and 7.39 for males.

PERSISTERS WHO COMPLETED A.A./ A.S. DEGREES OR CERTIFICATES

This group had a wider age range than the transfers. The median age for females was 22, for males 21 years. One hundred percent of the males and 82 percent of the females had a declared major. Counselors were assigned to 96 percent of the females and 89 percent of the males. Sixty three percent of the females received financial aid compared to 44 percent of the males. Only 56 percent of the males had high school diplomas compared to 79 percent of the females. Eighteen percent of this group had foreign diplomas. Sixty-one percent completed ENGL 67, 17 percent completed ENGL 68, 18 percent completed 1A and 9 percent completed ENGL 1B. The highest goal for this group was the A.A./A.S. degree. The majority of these students attended high school outside the District. The group included a minority population of 79 percent female and 66 percent male. The mean exit Gates comprehension scores for this group were higher than those for the transfers, 7.94 for the females and 7.22 for the males. Seven of this group took AMLA and ESL classes.

FALL 1980
LERN 76, 81, 86 – TRANSFERS
With Gates Scores



Student Profile
11 Females – 11 Males

Source: MSAC Institutional Research

FALL 1980
LERN 76, 81, 86 - TRANSFERS
With Gates Scores

FEMALE - (11)

			ENTER VOC	EXIT VOC	ENTER COMP	EXIT COMP
Median Age: 19						
Ethnicity	-	Amer. Ind.				
	55%	Asian	7.7	12.9	7.2	10.9
	9%	Black		7.8	5.7	10.2
	18%	Hispanic	9.3	8.5	6.1	8.4
	18%	White	*@3.4	6.0	5.7	7.3
	-	Undeclared	10.0	9.6	7.4	6.7
					3.1	5.3
High School Diploma	82%	(3 Foreign)				+5.3
MSAC District	27%		3.8	4.4	4.4	4.7
			*3.4	7.6	3.6	4.2
Counselor Assigned	82%					
Completed GUID Class	36%					
Financial Aid	55%					
Handicapped	18%					
Declared Major	82%					
Goal:						
Bachelor's Degree	55%					
AA/AS Degree	36%					
Certificate	-					
Job Skill	-					
H. S. Diploma	-					
Not Specified	9%					

Average Number of Semesters Attended: 7.91

Mean MSAC Cumulative GPA: 2.52

* ESL
@ AA Degree
+ AS Degree

FALL 1980
LERN 76, 81, 86 - TRANSFERS
With Gates Scores

MALE - (11)

		ENTER VOC	EXIT VOC	ENTER COMP	EXIT COMP
Median Age: 19					
Ethnicity	- Amer. Ind.				
	27% Asian	@+10.6	8.4	7.7	10.7
	18% Black	7.2	8.8	6.1	8.8
	18% Hispanic	8.4	9.0	6.9	8.8
	36% White	4.4		8.1	
	- Undeclared	#9.2	9.0	2.8	7.6
		5.6	5.0	4.9	7.0
High School Diploma	100% (1 Foreign)	4.1	4.3	4.4	7.0
MSAC District	91%	7.9	8.4	4.8	6.7
		*5.9	7.0	5.2	6.7
Counselor Assigned	73%	9.6	12.9	7.7	5.3
Completed GUID Class	82%		8.1	4.6	5.3
Financial Aid	09%				
Handicapped	-				
Declared Major	82%				
Goal:					
Bachelor's Degree	73%				
AA/AS Degree	18%				
Certificate	-				
Job Skill	9%				
H. S. Diploma	-				
Not Specified	-				

Average Number of Semesters Attended: 8.18

Mean MSAC Cumulative GPA: 2.51

* ESL
# AMLA
@ AA Degree
+ AS Degree

TRANSFERS

Individual Progress from LERN 76/81 to ENGL 1B

Gates Vocabulary and Reading Comprehension Scores

	ENTER VOC	EXIT VOC	ENTER COMP	EXIT COMP	LERN 76	LERN 81	ENGL 67	ENGL 68	ENGL 1A	ENGL 1B
Female										
F1	7.7	12.9	7.2	10.9	1	2	1	1		
F2		7.8	5.7	10.2	1		2			
F3	+9.3	(8.5)	6.1	(8.4)	1W			1	1	2
F4	*+3.4	6.0	5.7	7.3			1	1	1	
F5	10.0	9.6	7.4	6.7	3	1				
F6			3.1	5.3	1	1	1	1	2	1
F7				5.3	1					
F8	3.8	4.4	4.4	4.7	2			1	1W	
F9	*3.4	7.6	3.6	4.2	1	1				
F10+	MSAC Alpha Gamma Sigma				2			1	1	1
F11								1	1W	

() Nelson Denny Scores
* ESL Student
\+ BS/BA Degree

TRANSFERS

Individual Progress from LERN 76/81 to ENGL 1B

Gates Vocabulary and Reading Comprehension Scores

	ENTER VOC	EXIT VOC	ENTER COMP	EXIT COMP	LERN 76	LERN 81	ENGL 67	ENGL 68	ENGL 1A	ENGL 1B
Male										
M1	10.6	8.4	7.7	10.7	1		3	1	3	
M2	7.2	8.8	6.1	8.8	1		3W			
M3	8.4	9.0	6.9	8.8	1			1		
M4	4.4		8.1		1			1		
M5	#9.2	9.0	2.8	7.6	1	2		1	1	
M6	5.6	5.0	4.9	7.0	1		1	1		
M7	4.1	4.3	4.4	7.0	3					
M8	7.9	8.4	4.8	6.7	1	2	1		3	
M9	*+5.9	7.0	5.2	6.7	2		1	1	1	
M10	9.6	12.9	7.7	5.3	1		3	1	1	
M11			4.6	5.3	1					

* ESL Student
# AMLA Student
\+ BS/BA Degree

TRANSFERS

Progress from LERN 86 to Other Mathematics Classes

	LERN 86	MATH 55	MATH 51	MATH D	MATH 15	MATH 52	MATH 1	MATH 1-C	MATH 33A	MATH 33B	MATH 33C	MATH 13
Female												
F1	2	3	1									
F2			1W									
F3				1		2F						
F4			1		1							1
F5	3											
F6	No Math Classes											
F7							1W					
F8				1	3							5
F9	No Math Classes											
F10								1	1	1	1	
F11	1W											

MATH 55 Fundamental Mathematics
MATH 51 Elementary Algebra
MATH D Intermediate Algebra
MATH 15 Mathematical Analysis
MATH 52 Plane Geometry

MATH 1 College Algebra
MATH 1-C College Algebra and Trigonometry
MATH 33A Calculus and Analytic Geometry
MATH 33B Calculus and Analytic Geometry
MATH 33C Calculus and Analytic Geometry
MATH 13 Elementary Statistics

TRANSFERS

Progress from LERN 86 to Other Mathematics Classes

	LERN 86	MATH 55	MATH 51	MATH D	MATH 16	MATH 52	MATH C	MATH 1	MATH 1-C	MATH 33A	MATH 33B	MATH 13
Male												
M1			1	1		1	2	1				
M2			2	W								
M3				1			1	2				
M4									2W		W	
M5	4	2	2			W						
M6	No Math Classes											
M7							1	1		1	1	
M8	1		W									
M9*					1					1	1	1
M10			3	1								
M11	No Math Classes											

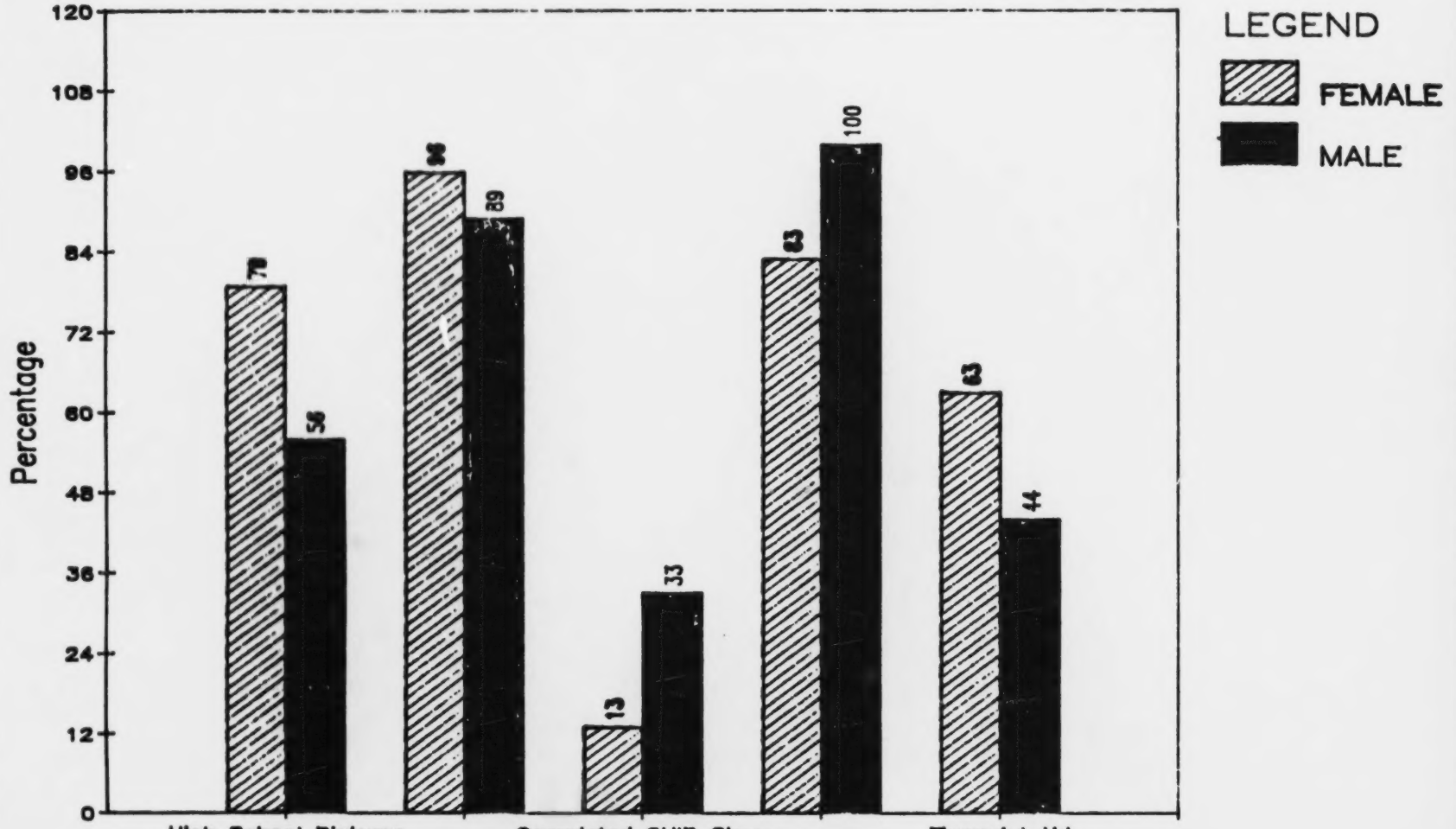
MATH 55 Fundamental Mathematics
MATH 51 Elementary Algebra
MATH D Intermediate Algebra
MATH 16 Finite Algebra
MATH 52 Plane Geometry
MATH C Trigonometry

MATH 1 College Algebra
MATH 1-C College Algebra and Trigonometry
MATH 33A Calculus and Analytic Geometry
MATH 33B Calculus and Analytic Geometry
MATH 13 Elementary Statistics

51

52

FALL 1980
LERN 76, 81, 86 – PERSISTERS
Completed A.A./A.S. Degrees or Certificates



Student Profile
24 Females – 9 Males

FALL 1980
LERN 76, 81, 86 - PERSISTERS
Completed A.A./A.S. Degrees or Certificates
With Gates Scores

FEMALE - (24)

Median Age: 22

		ENTER VOC	EXIT VOC	ENTER COMP	EXIT COMP
Ethnicity	- Amer. Ind.				
	29% Asian	+9.2	11.0	10.0	12.1
	21% Black	@6.9	8.7	8.6	12.0
	29% Hispanic	=8.1	7.6	5.9	10.9
	17% White	*+6.2	7.6	7.0	9.7
	4% Undeclared		#@7.3	6.1	9.7
		@6.9	9.3	7.7	8.8
High School Diploma	79% (5 Foreign)			=8.0	7.9
MSAC District	42%	+5.2	6.0	7.0	7.9
		+5.5	6.7	4.6	7.6
Counselor Assigned	96%		+6.5	5.4	7.0
Completed GUID Class	13%	@8.6	6.3	5.1	7.0
Financial Aid	63%	@6.7		3.9	6.7
Handicapped	4%	*+6.6	12.9	2.6	6.5
			*#@8.4	4.4	5.9
Declared Major	83%	=6.7	8.7	5.2	4.2
Goal:			*#@+7.3	3.1	3.1
Bachelor's Degree	38%				
AA/AS Degree	46%				
Certificate	4%				
Job Skill	4%				
H. S. Diploma	-				
Not Specified	8%				

Average Number of Semesters Attended: 9.13

* ESL
\# AMLA
@ AA Degree
\+ AS Degree
= Certificate

FALL 1980
LERN 76, 81, 86 - PERSISTERS
Completed A.A./A.S. Degrees or Certificates
With Gates Scores

MALE - (9)

Median Age: 21

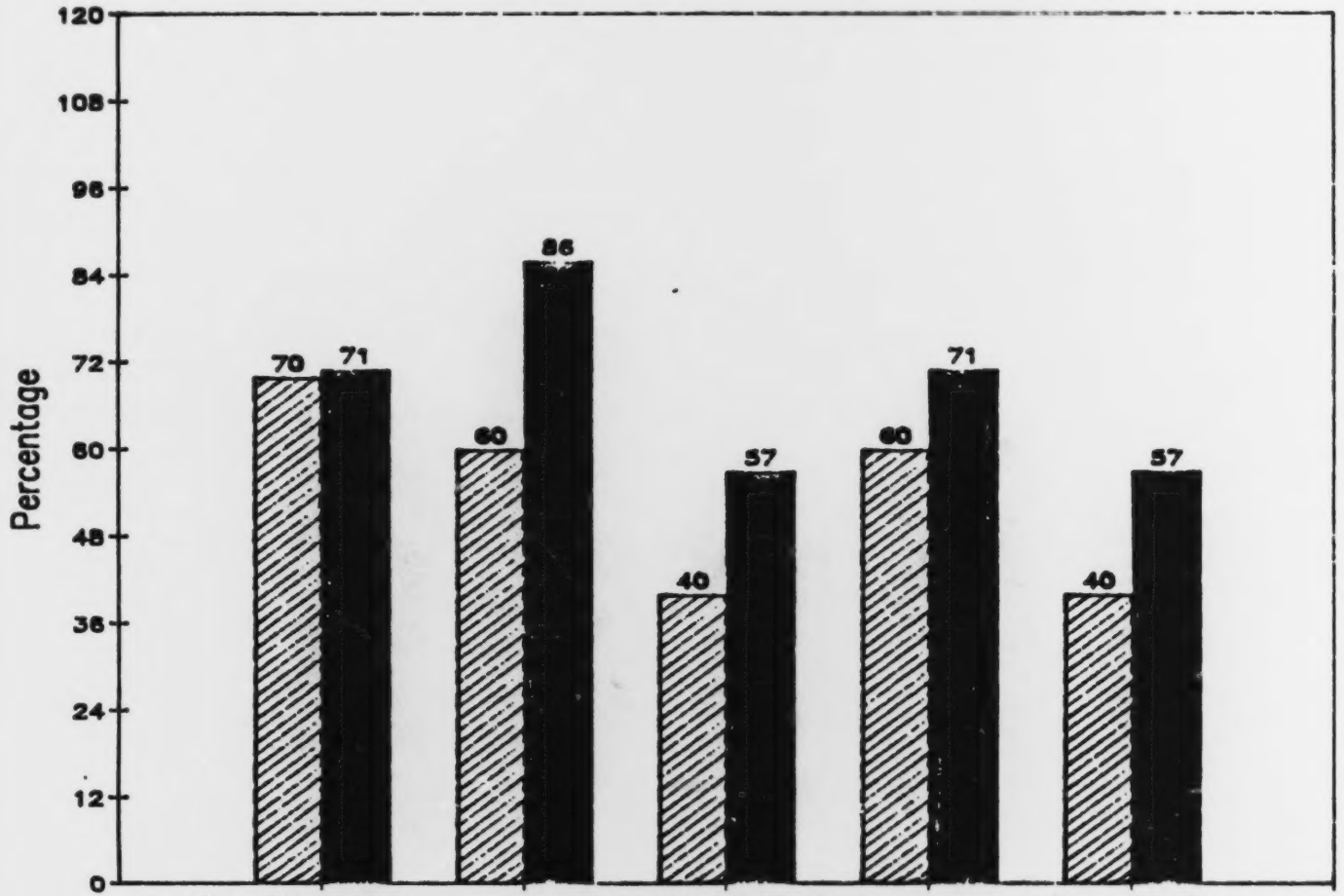
		ENTER VOC	EXIT VOC	ENTER COMP	EXIT COMP
Ethnicity	- Amer. Ind.				
	22% Asian	=7.4	11.3	6.7	10.7
	11% Black		=11.3	6.7	8.8
	33% Hispanic	+8.7		7.9	
	11% White		+9.3	6.7	7.6
	22% Undeclared		+3.4	7.0	
		*@6.5	6.7	6.1	6.4
High School Diploma	56% (1 Foreign)	#+3.4	3.2	2.9	5.7
MSAC District	22%	@4.6	4.3	2.6	4.1

Counselor Assigned	89%
Completed GUID Class	33%
Financial Aid	44%
Handicapped	11%
Declared Major	100%
Goal:	
Bachelor's Degree	22%
AA/AS Degree	67%
Certificate	11%
Job Skill	-
H. S. Diploma	-
Not Specified	-

Average Number of Semesters Attended: 9.56

* ESL
# AMLA
@ AA Degree
+ AS Degree
= Certificate

FALL 1980
LERN 76, 81, 86 – COMPLETERS
With Gates or Nelson Denny Scores



LEGEND
Female
Male

Student Profile
10 Females – 7 Males

Source: MSAC Institutional Research

FALL 1980
LERN 76, 81, 86 - COMPLETERS
With Gates or Nelson Denny Scores

FEMALE - (10)

Reentry: 50%

			GATES			
			ENTER VOC	EXIT VOC	ENTER COMP	EXIT COMP
Ethnicity	-	Amer. Ind.				
	60%	Asian	7.3	9.6	8.1	10.7
	-	Black	6.5	6.5	4.4	7.0
	10%	Hispanic	6.5	6.0	4.6	6.1
	30%	White		*4.3	2.8	4.7
	-	Undeclared	*4.9	5.5	3.2	4.4
			*5.1	4.9	3.6	4.2
High School Diploma	70%	(4 Foreign)				
MSAC District	40%					
Counselor Assigned	60%					
Completed GUID Class	40%					
Financial Aid	40%					
Handicapped	-					
Declared Major	60%			NELSON DENNY		
Goal:						
Bachelor's Degree	10%			9.5	8.5	9.7
AA/AS Degree	50%					
Certificate	20%					
Job Skill	10%					
H. S. Diploma	-					
Not Specified	10%					

Units Completed:

AMLA	6.0
ESL	9.0
LERN	65.0
Other Units	290.5

Average Number of Semesters Attended: 6.8

* ESL

FALL 1980
LERN 76, 81, 86 - COMPLETERS
With Gates Scores

MALE - (7)

Modal Age: 18

			ENTER VOC	EXIT VOC	ENTER COMP	EXIT COMP
Ethnicity	-	Amer. Ind.				
	14%	Asian	11.3		7.7	12.0
	14%	Black	7.4	8.4	5.9	10.7
	29%	Hispanic	8.7	9.6	8.6	9.7
	43%	White	10.2	12.2	7.3	7.9
	-	Undeclared	4.8	5.8	3.9	6.1
			*4.4	3.9	2.6	3.9

High School Diploma	71%	(4 Foreign)
MSAC District	57%	
Counselor Assigned	86%	
Completed GUID Class	57%	
Financial Aid/Vet	57%	
Handicapped	14%	
Declared Major	71%	
Goal:		
Bachelor's Degree	29%	
AA/AS Degree	43%	
Certificate	-	
Job Skill	-	
H. S. Diploma	14%	
Not Specified	14%	

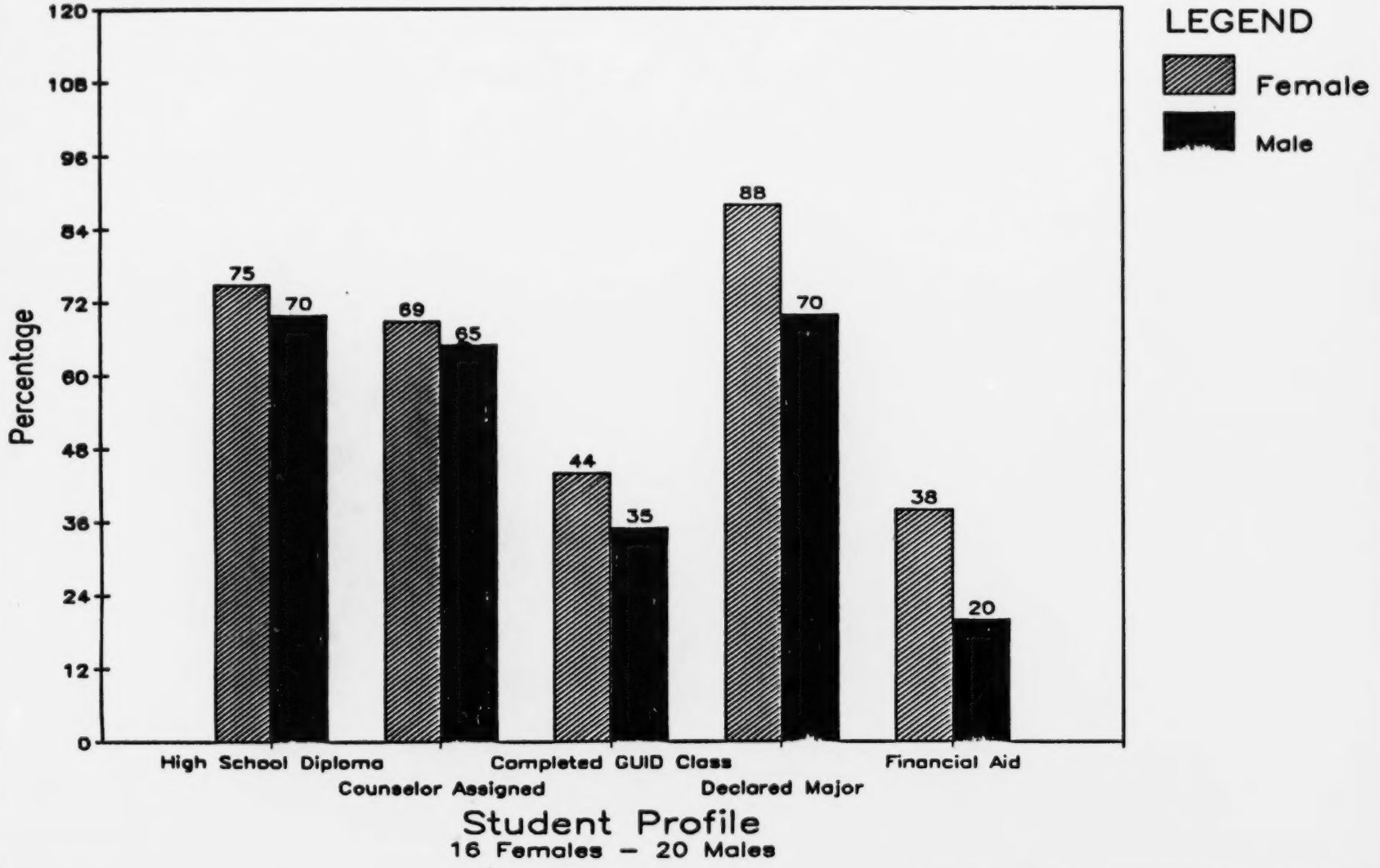
Units Completed:

AMLA	-
ESL	3.0
LERN	28.0
Other Units	357.5

Average Number of Semesters Attended: 7.9

* ESL

FALL 1980
LERN 76, 81, 86 – PERSISTERS
Completed Advanced Coursework



Student Profile
16 Females – 20 Males

Source: MSAC Institutional Research

FALL 1980
LERN 76 - PERSISTERS
Completed Advanced Coursework
With Gates or Nelson Denny Scores

FEMALE - (16)

Mean Age: 24.9 - Median Age: 21

		GATES			
		ENTER VOC	EXIT VOC	ENTER COMP	EXIT COMP
Ethnicity	- Amer. Ind.				
	25% Asian		*#7.9	7.7	9.0
	13% Black	9.3		8.6	
	31% Hispanic	5.9	7.3	8.1	8.3
	31% White	8.7	10.2	7.7	7.3
	6% Undeclared	7.6	6.7	4.6	7.0
		5.8	7.3	7.6	6.4
High School Diploma	75% (4 Foreign)	7.3	5.8	4.1	6.1
MSAC District	56%	*5.4	6.5	6.1	5.9
		*5.8		5.5	5.8
Counselor Assigned	69%	6.2	4.9	6.1	5.6
Completed GUID Class	44%	*2.4	3.2	4.3	5.3
Financial Aid	38%	*4.9	4.6	3.9	3.1
Handicapped	6%				
Declared Major	88%				
Goal:			NELSON DENNY		
Bachelor's Degree	25%				
AA/AS Degree	44%		10.7		11.9
Certificate	6%		7.1		3.9
Job Skill	13%				
H. S. Diploma	-				
Not Specified	13%				

Average Number of Semesters Attended: 7.81

Mean MSAC Cumulative GPA: 2.05

* ESL
# AMLA

FALL 1980
LERN 76 - PERSISTERS
Completed Advanced Coursework
With Gates Scores

MALE - (20)

Median Age: 19

		ENTER VOC	EXIT VOC	ENTER COMP	EXIT COMP
Ethnicity	- Amer. Ind.				
	20% Asian	8.4	7.8	8.1	10.2
	10% Black		10.9	8.8	10.2
	30% Hispanic	6.2	6.0	6.2	9.7
	35% White	4.4	3.9	6.1	9.2
	5% Undeclared	9.5	8.4	7.2	8.8
		4.2	10.2	4.5	8.6
High School Diploma	70% (4 Foreign)	6.6	6.2	7.6	8.2
MSAC District	40%	5.8	4.8	3.2	7.5
		6.7	7.6	6.7	7.3
Counselor Assigned	65%	7.9	9.9	7.0	7.0
Completed GUID Class	35%		9.3	4.9	7.0
Financial Aid	20%		8.7	6.1	7.0
Handicapped	10%	*5.4	5.9	3.6	6.7
			7.0	3.1	5.0
Declared Major	70%	4.6	6.0	3.1	3.6
Goal:					
Bachelor's Degree	40%				
AA/AS Degree	15%				
Certificate	-				
Job Skill	20%				
H. S. Diploma	-				
Not Specified	25%				

Average Number of Semesters Attended: 8.75

Mean MSAC Cumulative GPA: 2.34

* ESL

PROFILE OF NON-PERSISTERS

PROFILE OF NON-PERSISTERS

Forty-eight percent of the non-persisters were from District high schools, with seventy-two percent of the total entering MSAC with high school diplomas. Seventy-three percent of these students were minority students including: 1.5 percent, American Indian; 9.5 percent, Asian; 30.7 percent, Black; and 31.7 percent, Hispanic. However, student participation in classes for minority students was very limited - only nine in ESL and four in AMLA. Non-persister student goals also appeared to be less defined than the persisters, as only 50 percent had a declared major, compared to 82 percent of the persisters. Twenty-one percent were delayed-entry students to MSAC, with five or more years elapsing since leaving high school. Their rate of participation in student services was lower than those of the persisters, with no record of participation in reentry programs. They did not spend as much time at the college, averaging 3.11 semesters.

The following comparison of the Gates entering reading comprehension scores for these students with the persisters, illustrates the difficulty in using test scores as the only predictor of student success.

FALL 1980 - LERN STUDENTS
WITH ENTERING GATES COMPREHENSION SCORES BELOW SIXTH GRADE FOUR MONTHS

	Female	Male	All
Persisters			
Transfers	75%	64%	68%
AS/AA/Certificate	63%	38%	54%
Completers	83%	50%	67%
Other Persisters	58%	60%	59%
Non-Persisters			
Reentry	80%	62%	78%
Direct Entry	61%	67%	64%

STUDENT PROFILE - FALL 1980 LERN STUDENTS - NON-PERSISTERS

	Female	Male	Total	Percent
Number of Students	118	81	199	
Ethnicity:				
American Indian	1	2	3	1.5%
Asian	9	10	19	9.5%
Black	37	24	61	30.7%
Hispanic	41	22	63	31.7%
White	29	18	47	23.6%
Other	1	3	4	2.0%
High School Diploma	83	61	144	72.4%
District High School	55	40	95	47.7%
Foreign	3	6	9	4.5%
Special Needs:				
Financial Aid	46	18	64	32.2%
Handicapped	5	5	10	5.0%
Instructional Goals:				
Bachelors Degree or Higher	26	21	47	23.6%
AA/AS	31	25	56	28.1%
Certificate	13	6	19	9.5%
Job Skill	21	14	35	17.6%
High School Diploma	10	2	12	6.0%
Not Specified	12	12	24	12.1%
Declared Major	69	31	100	50.3%
Counselor Assigned	74	40	114	57.3%
Took Guidance Class	42	20	62	31.2%
AMLA	3	1	4	2.0%
ESL	4	5	9	4.5%
Median Age--Reentry Students: 31.5 yrs.				
Modal Age--Direct Entry Students: 19 yrs.				
Average Number of Semesters Attended	3.36	2.87	3.11	

1980 LERN STUDENTS - WITHDRAWALS

(These students withdrew from all LERN and credit classes they attempted.)

SUMMARY OF FIRST SEMESTER WITHDRAWALS

	Females	Males	Total	% Non-Persist
Number of Students	35	29	64	32%
Mean Age	22	24		
Median Age	20	22		
Modal Age	19	19		
Ethnicity				
American Indian	0	2	2	3%
Asian	1	3	4	6%
Black	14	9	23	36%
Hispanic	9	5	14	22%
White	10	9	19	30%
Other	0	1	1	2%
Counselor Assigned	21	14	35	55%
District Schools	7	5	12	19%
Entering Gates Reading Comprehension Scores				
Mean Score	4.8	5.9		
Median Score	4.2	6.4		
Modal Score	3.1		**ESL** 3	5%

SUMMARY OF SECOND SEMESTER WITHDRAWALS

Number of Students	15	21	36	18%
Mean Age	21	23		
Median Age		21		
Modal Age	19			
Ethnicity				
American Indian	0	0	0	0%
Asian	0	2	2	5%
Black	4	7	11	31%
Hispanic	8	9	17	47%
White	3	3	6	17%
Counselor Assigned	10	10	20	56%
District Schools	4	6	10	28%
Entering Gates Reading Comprehension Scores				
Mean Score	5.5	5.7		
Median Score	4.9	5.4		

1980 LERN STUDENTS - WITHDRAWALS
(Stayed at MSAC for more than two semesters.)

These students withdrew from 62 percent of the 375 LERN and credit classes they attempted.

	Females	Males	Total	% Non-Persist
Number of Students	12	9	21	11%
Mean Age	26	21		
Median Age	22	20		
Modal Age		19		
Ethnicity				
American Indian	0	0	0	0%
Asian	0	0	0	0%
Black	7	3	10	48%
Hispanic	3	4	7	33%
White	2	2	4	19%
Other	0	0	0	0%
Counselor Assigned	6	6	12	57%
District Schools	4	7	11	52%
Entering Gates Reading Comprehension Scores				
Mean Score	3.6	3.6		
Median Score	3.4	2.6		
Modal Score	3.1	2.0		

Number of Semesters Attended	3	4	5	6	7
Number of Students	8	5	2	2	3

1980 LERN STUDENTS - WITHDRAWALS
COURSE-TAKING PATTERNS

	Number of Students	% of Withdrawals
FIRST SEMESTER WITHDRAWALS - 64 STUDENTS		
LERN, P.E., GUID, SPCH 55	27	42%
LERN, P.E., GUID, SPCH 55, Plus One Additional Credit Class	25	39%
LERN, P.E., GUID, SPCH 55, Plus More Than One Other Credit Class	12	19%
SECOND SEMESTER WITHDRAWALS - 36 STUDENTS		
LERN Classes Only	4	11%
LERN, P.E., GUID, SPCH 55, Plus More Than One Other Credit Class	32	89%
MORE THAN TWO SEMESTERS WITHDRAWALS - 21 STUDENTS		
LERN, P.E.	3	14%
LERN, P.E., GUID, SPCH 55, Plus One Additional Credit Class	6	29%
LERN, P.E., GUID, SPCH 55, Plus More Than One Other Credit Class	12	57%

FALL 1980
DIRECT ENTRY - LERN 76 - NON-PERSISTERS
With Gates Scores

FEMALE - (28)

		ENTER VOC	EXIT VOC	ENTER COMP	EXIT COMP
Modal Age: 18					
Ethnicity	4% Amer. Ind.				
	7% Asian	11.3	12.8	12.7	12.7
	29% Black	7.2	6.5	6.7	9.7
	39% Hispanic	7.9	7.0	5.4	9.7
	21% White		3.6	5.4	9.7
		7.4	6.3	5.4	9.2
High School Diploma	86%		8.7	6.4	8.8
MSAC District	64%		7.0	4.9	8.3
		4.8	9.0	8.1	7.9
Counselor Assigned	64%	6.6	5.5	4.6	7.8
Completed GUID Class	71%	6.7	7.0	5.7	7.6
Financial Aid	54%	6.7	8.1	4.9	7.3
Handicapped	4%	5.4	6.7	6.1	7.0
		5.9	6.7	5.4	7.0
Declared Major	68%	*7.9	6.6	7.0	6.7
Goal:		6.3		6.7	6.7
Bachelor's Degree	18%	8.7	8.4	8.1	6.4
AA/AS Degree	46%	7.2	8.1	4.6	5.9
Certificate	14%	5.4	6.5	4.6	5.6
Job Skill	11%	5.9	7.0	4.4	5.6
H.S. Diploma	7%	8.7		5.9	5.3
Not Specified	4%	3.8	2.7	4.9	5.0
		8.1	7.6	6.1	5.0
Average Number of Semesters Attended: 4.11		3.1	6.5	3.9	4.4
		3.9	3.9	6.1	4.4
		5.5	5.8	4.5	4.2
		6.5	3.9	3.6	3.9
		3.4	5.9	3.1	3.1
* ESL		3.9	5.2	2.7	3.1

FALL 1980
DIRECT ENTRY - LERN 76 - NON-PERSISTERS
With Gates Scores

MALE - (20)

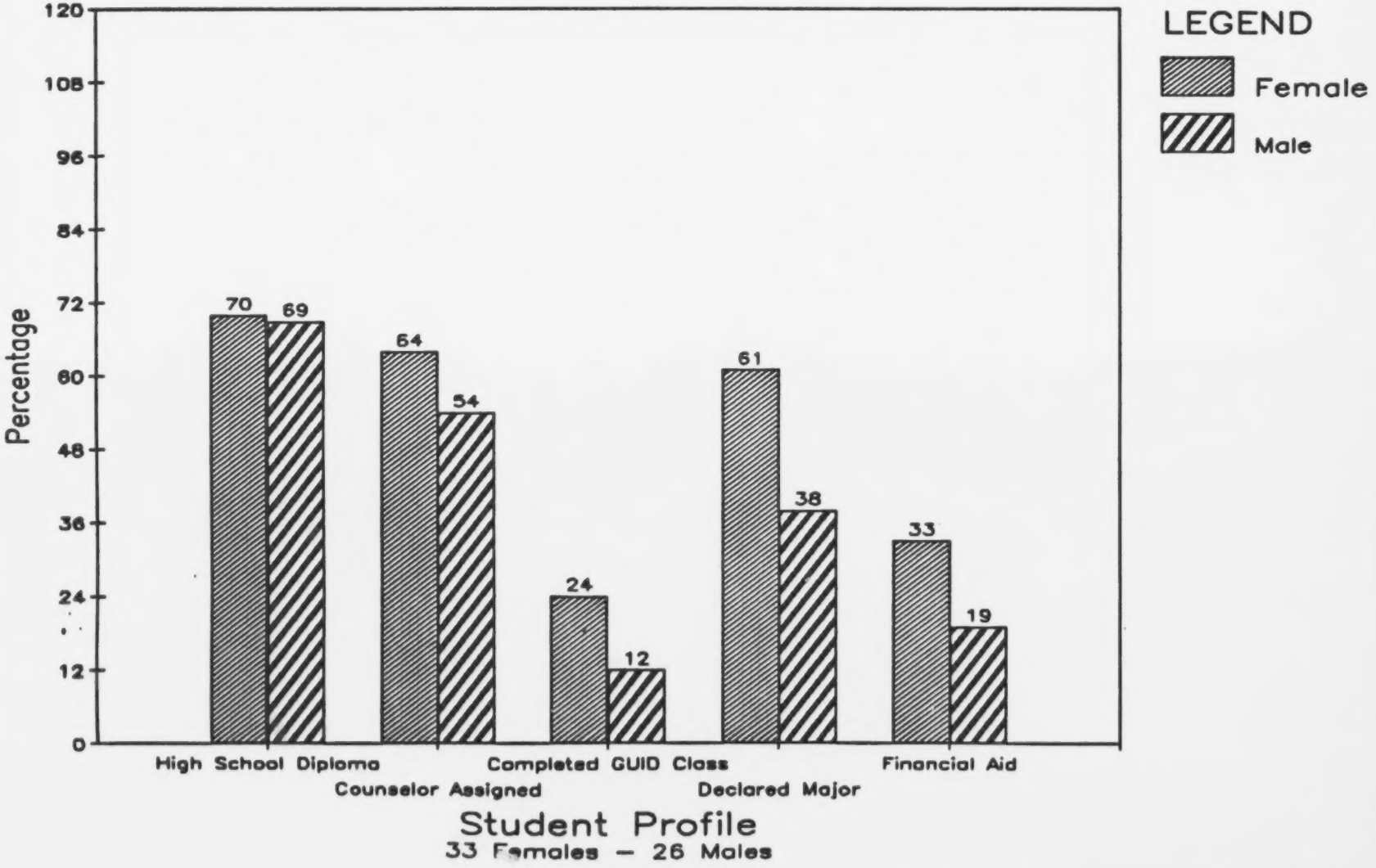
Modal Age: 19

		ENTER VOC	EXIT VOC	ENTER COMP	EXIT COMP
Ethnicity	25% Asian				
	35% Black	6.9	9.9	4.9	10.7
	25% Hispanic	9.6	8.4	7.7	10.2
	5% White	5.9	9.6	10.4	10.2
	10% Other	9.6	8.1	5.9	10.2
			10.6	7.3	9.7
High School Diploma	95% (1 Foreign)	6.7	4.9	4.9	9.7
MSAC District	65%	4.8	7.6	7.3	7.6
		7.7	6.6	6.2	6.5
Counselor Assigned	55%	6.5	9.3	6.7	6.4
Completed GUID Class	60%	4.4	7.0	5.2	6.1
Financial Aid	30%		7.3	5.2	5.9
Handicapped	-	5.4	4.9	3.9	5.9
		7.3		5.8	5.7
Declared Major	50%	4.4	4.6	5.1	5.5
Goal:		3.4		3.9	4.7
Bachelor's Degree	30%	3.8	5.5	5.9	4.4
AA/AS Degree	35%	5.6		4.2	4.2
Certificate	-		6.3	4.6	4.2
Job Skill	15%	7.2	5.8	6.0	3.9
H. S. Diploma	5%		*3.6	4.3	3.1
Not Specified	10%				

Average Number of Semesters Attended: 3.0

* **ESL**

FALL 1980
DIRECT ENTRY – LERN 76 – NON-PERSISTERS
With Single Test Scores



Student Profile
33 Females – 26 Males

Source: MSAC Institutional Research

FALL 1980
DIRECT ENTRY - LERN 76 - NON-PERSISTERS
With Single Gates or Nelson Denny Scores

FEMALE - (33)

Modal Age: 19

		SINGLE GATES			
		ENTER VOC	EXIT VOC	ENTER COMP	EXIT COMP
Ethnicity	- Amer. Ind.				
	3% Asian	7.6		8.6	
	52% Black	4.4		8.1	
	15% Hispanic	8.7		7.7	
	27% White	8.1		7.0	
	3% Undeclared	7.4		7.0	
		9.9		6.7	
High School Diploma	70%	+*3.8	6.5	6.7	7.6
MSAC District	55%	#5.8		6.4	
		5.6		6.4	
Counselor Assigned	64%	3.8		6.4	
Completed GUID Class	24%			6.4	
Financial Aid	33%	8.1		6.4	
Handicapped	-	8.1		5.9	
		5.4		5.4	
Declared Major	61%	6.2		5.4	
Goal:				5.4	
Bachelor's Degree	24%			4.9	
AA/AS Degree	24%	6.5		4.6	
Certificate	-	5.4		4.4	
Job Skill	21%	2.8		4.3	
H. S. Diploma	18%	4.1		4.2	
Not Specified	12%	5.4		4.2	
		+5.5	5.6	3.9	6.7
Average Number of Semesters Attended: 2.33		+3.9	4.9	3.9	2.8
		4.1		3.5	
		+5.4	4.9	3.3	7.3
		3.6		3.3	
		3.4		3.1	
		3.4		3.1	
				3.1	
				3.1	
		NELSON DENNY			
* ESL					
# AMLA		2.6		2.5	
+ Gates E-3 used for both entrance & exit testing.			2.0		2.3

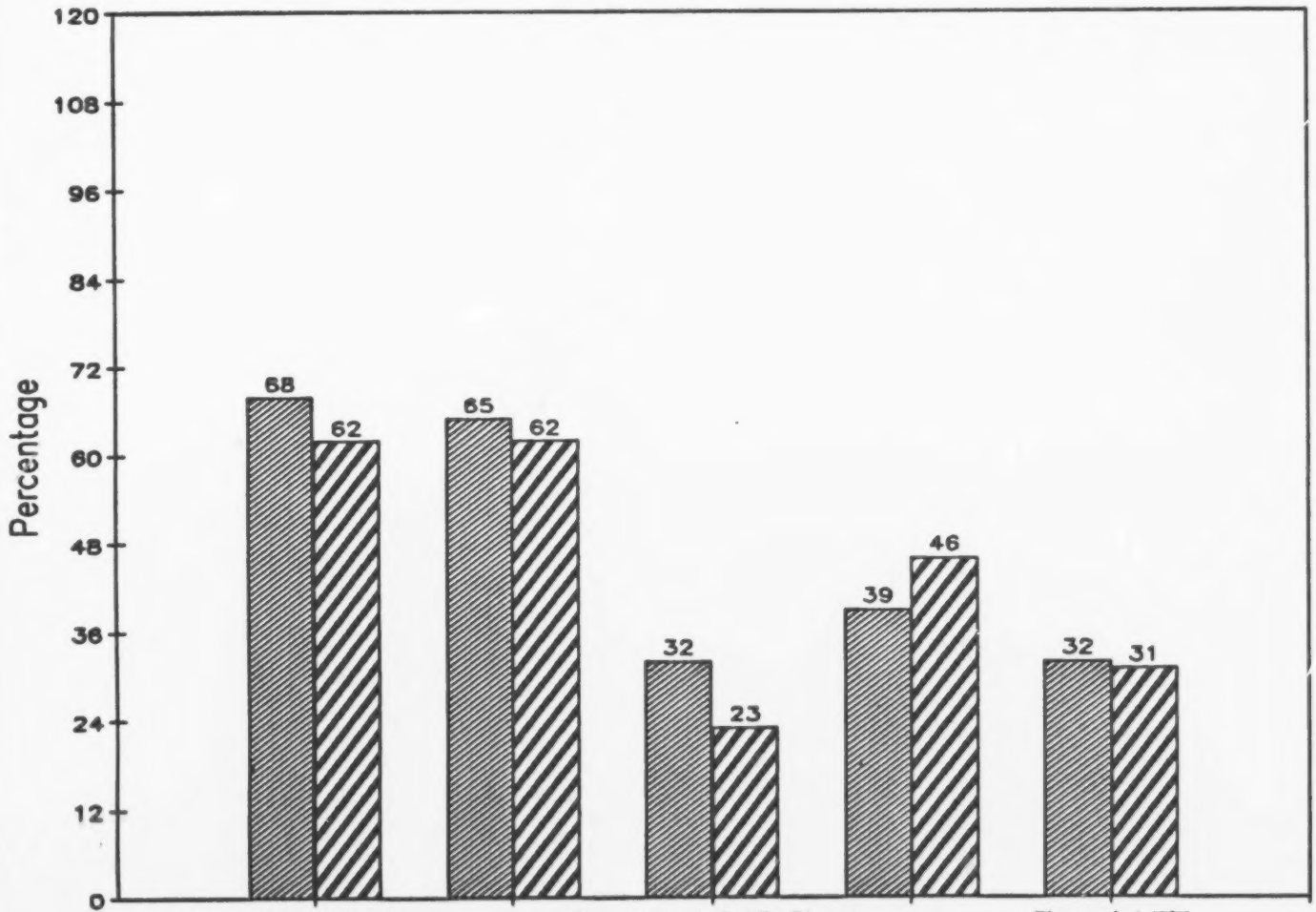
FALL 1980
DIRECT ENTRY - LERN 76 - NON-PERSISTERS
With Single Gates or Nelson Denny Scores

MALE - (26)

			SINGLE GATES			
Modal Age: 19			ENTER VOC	EXIT VOC	ENTER COMP	EXIT COMP
Ethnicity	4%	Amer. Ind.				
	12%	Asian			10.7	
	31%	Black			9.7	
	31%	Hispanic			8.6	
	15%	White	6.7			
	4%	Undeclared	4.8		6.7	
			7.9		6.7	
High School Diploma	69%	(1 Foreign)	5.4		6.7	
MSAC District	62%		9.6		6.7	
					6.4	
Counselor Assigned	54%		9.3		6.1	
Completed GUID Class	12%		5.9		5.7	
Financial Aid	19%		+4.8	6.5	5.4	6.1
Handicapped	4%				5.4	
					4.9	
Declared Major	38%		9.6		4.9	
Goal:			4.4		4.6	
Bachelor's Degree	42%		6.2		4.6	
AA/AS Degree	12%		6.2		4.3	
Certificate	4%		5.2		3.9	
Job Skill	27%				3.9	
H. S. Diploma	-		3.8		3.3	
Not Specified	15%		5.4		3.1	
			3.4		3.1	
Average Number of Semesters Attended: 2.85			3.4		3.1	
			3.9		2.6	
				NELSON DENNY		
				2.8		2.0
			4.6	2.0		3.1

+ Gates E-3 used for both entrance & exit testing.

FALL 1980
DIRECT ENTRY – LERN 81, 86 – NON-PERSISTERS



Student Profile
31 Females – 13 Males

Source: MSAC Institutional Research

FALL 1980
DIRECT ENTRY - LERN 81, 86 - NON-PERSISTERS

FEMALE - (31)

Ethnicity	- Amer. Ind.
	3% Asian
	13% Black
	55% Hispanic
	29% White
High School Diploma	68%
MSAC District	61%
Counselor Assigned	65%
Completed GUID Class	32%
Financial Aid	32%
Handicapped	10%
Declared Major	39%
Goal:	
Bachelor's Degree	32%
AA/AS Degree	19%
Certificate	10%
Job Skill	23%
H. S. Diploma	6%
Not Specified	10%

Average Number of Semesters Attended: 3.71

MALE - (13)

Ethnicity	8% Amer. Ind.
	- Asian
	38% Black
	- Hispanic
	54% White
High School Diploma	62%
MSAC District	85%
Counselor Assigned	62%
Completed GUID Class	23%
Financial Aid	31%
Handicapped	23%
Declared Major	46%
Goal:	
Bachelor's Degree	8%
AA/AS Degree	46%
Certificate	8%
Job Skill	8%
H. S. Diploma	-
Not Specified	31%

Average Number of Semesters Attended: 3.69

FALL 1980
REENTRY - LERN 76 - NON-PERSISTERS
With Gates Scores

FEMALE - (7)

		ENTER VOC	EXIT VOC	ENTER COMP	EXIT COMP
Median Age	36 yrs.				
Ethnicity	29% Asian				
	57% Hispanic			5.4	12.7
	14% White	12.8	12.8	7.7	12.7
			6.5	4.9	7.9
High School Diploma	71%	7.4	7.6	3.1	6.1
		*4.9	12.9	4.3	6.0
Counselor Assigned	57%	*3.4	3.2	N/A	3.3
Completed GUID Class	29%	3.6	4.1	2.6	2.8
Financial Aid	29%				
Handicapped	14%				
Declared Major	71%				
Goal:					
Bachelor's Degree	14%				
AA/AS Degree	43%				
Certificate	14%				
Job Skill	-				
Not Specified	29%				

Average Number of Semesters Attended: 3.86

* ESL

Reentry: 23 years or older.

FALL 1980
REENTRY - LERN 76 - NON-PERSISTERS
With Gates Scores

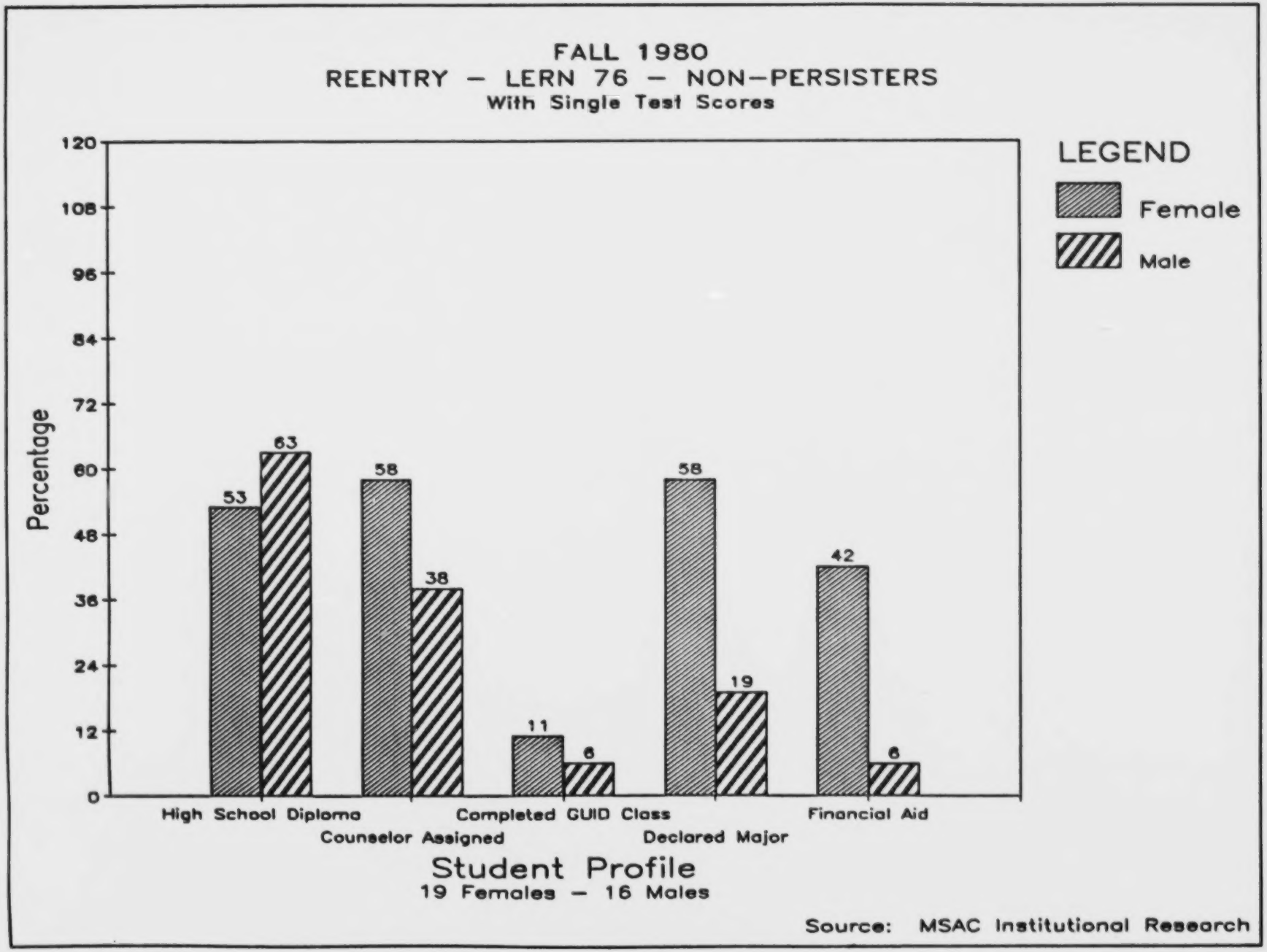
MALE - (6)

		ENTER VOC	EXIT VOC	ENTER COMP	EXIT COMP
Median Age	35 yrs.				
Ethnicity	17% Black				
	50% Hispanic		10.6	11.4	11.4
	33% White		9.3	6.1	7.6
		3.8	6.7	4.6	6.7
High School Diploma	100% (1 Foreign)	5.6	6.0	5.9	5.6
		4.8		3.1	4.7
Counselor Assigned	17%	*4.8		3.1	3.1
Completed GUID Class	17%				
Financial Aid	33%				
Handicapped	-				
Declared Major	33%				
Goal:					
Bachelor's Degree	-				
AA/AS Degree	50%				
Certificate	33%				
Job Skill	17%				
Not Specified	-				

Average Number of Semesters Attended: 2.17

* ESL

Reentry: 23 years or older.


FALL 1980
REENTRY – LERN 76 – NON–PERSISTERS
With Single Test Scores
LEGEND
Female
Male
Percentage
120
108
96
84
72
60
48
36
24
12
0
53
63
58
38
11
6
58
19
42
6
High School Diploma
Counselor Assigned
Completed GUID Class
Declared Major
Financial Aid
Student Profile
19 Females – 16 Males
Source: MSAC Institutional Research

FALL 1980
REENTRY - LERN 76 - NON-PERSISTERS
With Single Gates or Nelson Denny Scores

FEMALE - (19)

		SINGLE GATES			
Median Age: 26.5		ENTER VOC	EXIT VOC	ENTER COMP	EXIT COMP
Ethnicity	- Amer. Ind.				
	16% Asian	*3.3		8.1	
	42% Black	5.4	9.6	7.6	
	21% Hispanic	5.4		5.7	
	21% White	3.4		4.3	
				3.6	
High School Diploma	53% (3 Foreign)	3.4		3.3	
MSAC District	0%			3.1	
				3.1	
Counselor Assigned	58%	4.1		3.1	
Completed GUID Class	11%	4.4		3.1	
Financial Aid	42%				
Handicapped	-		NELSON DENNY		
Declared Major	58%			6.0	12.7
Goal:		5.4	6.3	2.7	7.9
Bachelor's Degree	11%	3.5	3.8	4.5	4.5
AA/AS Degree	5%	9.9	5.7		
Certificate	11%				
Job Skill	37%				
H. S. Diploma	-				
Not Specified	32%				

Average Number of Semesters Attended: 2.79

* ESL

FALL 1980
REENTRY - LERN 76 - NON-PERSISTERS
With Single Gates Scores

MALE - (16)

		ENTER VOC	EXIT VOC	ENTER COMP	EXIT COMP
Median Age: 28.5					
Ethnicity	- Amer. Ind.				
	13% Asian		11.7		10.2
	19% Black	7.2		7.3	
	38% Hispanic	10.2		7.3	
	25% White			*7.1	
				7.0	
High School Diploma	63% (2 Foreign)	9.9		6.7	
MSAC District	0%	5.4		5.5	
		5.1		3.9	
Counselor Assigned	38%			*3.6	
Completed GUID Class	6%	3.4		3.1	
Financial Aid	6%	3.4		3.1	
Handicapped	6%			3.1	
				*3.1	
Declared Major	19%	6.9		3.1	
Goal:					
Bachelor's Degree	19%				
AA/AS Degree	38%				
Certificate	13%				
Job Skill	13%				
H. S. Diploma	6%				
Not Specified	13%				

Average Number of Semesters Attended: 2.63

* ESL

STUDENT SERVICES

LERN STUDENT RESPONSES TO MSAC ALUMNUS QUESTIONNAIRE

		YES	NO	NO RESPONSE
1.	Did MSAC develop and/or improve your job skills?	78%	13%	9%
2.	Did your experience at MSAC help you get your present job?	60%	36%	4%
3.	Did the MSAC experience generally improve the quality of your life?	75%	23%	2%
4.	Did you continue your education at another institution?	30%	70%	-
5.	Did you graduate from another institution?	15%	15%	70%

6. Check classes that helped achieve your goals at MSAC:

LERN 81 - 50%	LERN 76 - 48%	LERN 86 - 35%
ESL - 10%	AMLA - 2.5%	Other - 48%

7. Check the services provided by MSAC that were most helpful in achieving your goals:

Library - 48%	Counseling - 35%	Financial Aid - 33%
Job Placement - 18%	Career Center - 15%	EOPS - 13%
Handicapped Serv. - 13%	Health Services - 10%	Veteran Services - 10%
Student Activities - 5%	Child Care - 2.5%	Reentry Center - 0%

Suggestions for Additional Services to Ensure Student Success

A Math Center - Additional scheduling of late afternoon and early evening classes - More counseling regarding jobs that are out in the real world - More learning assistance classes - Less crowded classes - More English as a Second Language - More alumni involvement and summer activities - Improvement of foreign language lab services - Special counseling for foreign students - A class for creative writing of no more than 15-20 students.

Learn Students Present Occupations:

Assistant Accountant
Carpenter
Clerk
Computer Operator
Contractor, Heating and Air Conditioning
Designer
Electrical Draftsperson & Designer
Electronic Technician
Gardner/Landscaper
LVN
Medical Assistant
Nursery Businessman
Pre-School Teacher
Security Officer
Teacher
Truck Driver
Air Conditioning/Refrigeration/Heating Tech
Civil Engineer Assistant
Clerical - Office
Computer Programmer/Operational Detailer
Data Entry Clerk
Deputy Clerk
Electronic Assembler
Firefighter
Legal Investigator
Machine Operator
Medical Secretary
Pharmacy Clerk
Sales Interviewer
Student
Team Manager for Film Company
Word Processor

Additional Comments:

* Being allowed to repeat classes helped me the most. I repeated several classes in math, English, and chemistry. I came close to dropping out of college, but the second chance enabled me to continue.

* Art class instructors were more career oriented and helped several of us get small jobs which gave us practical experiences. The Learning Assistance Center people were very helpful.

* Need more job training and more people in the field to talk to.

* It is a good college, the basic college classes were helpful. MSAC has a good reputation.

* I would like to come back to college to do more for myself. I need to take classes that would benefit me in the job market.

* I found out that the training I got from MSAC was worthwhile. Being Hispanic, it was tough and still is. I learned the tools the best I could, put the tools to work, and I have gotten results.

* I really enjoy my job now (LVN) and maybe next year I will go for an RN.

* Excellent teachers in the night classes. Everything was covered.

* Career Center and Job Placement need to be more active in helping graduating students find employment.

COURSE DESCRIPTIONS

COURSE DESCRIPTIONS

LERN 76, 81, 86

LERN 76

Develops student competency in word recognition, word attack, word analysis, and fluency in the flexible, effective use of these skills with appropriate materials. Class format features a highly-structured exposure to the essential sequence of basic reading principles, with ample opportunities to practice these skills on appropriate individualized material under the supervision of teaching and tutorial staff.

Objectives

1. To increase the reading ability of students who are severely deficient in these skills.

2. To encourage a more general participation in other aspects of the college, in both a social and an academic plane.

3. To provide vocational and other counseling for students who seem unlikely to benefit from such a remedial program.

4. To foster the improvement of students' self-image through a perceived increase in their reading abilities.

LERN 81

Develops the mastery of basic writing skills to a level which will permit the student to complete college writing assignments.

Objectives

1. To increase writing ability based on the following: spelling, word formation, intensive study of verbs, sentence structure, punctuation, outlining, and paragraph coherence.

2. To successfully perform essential writing operations such as filling out forms and writing letters of request or complaint.

LERN 86

Develops arithmetic skills: adding, subtracting, multiplying, and dividing with whole numbers, fractions, and decimals.

Objectives

1. To enable the student to enter and profit by instruction in the regular mathematics program.
2. To make the arithmetical calculations associated with college courses other than mathematics.
3. To successfully perform the essential operations of consumer mathematics.

PROFILE OF STUDENTS ELIGIBLE FOR ENGL 67, 68 AND 1A

ENGL 67, Reading

In the beginning:

1. This student can read approximately between the 7th and 10th grade level with a few scoring in the 11th and 12th grade level.

2. This student will have difficulty with the following: reading rate, reading comprehension, vocabulary, and writing expository work.

At the end:

This student has reached at least the 10th grade level in comprehension and vocabulary and is able to read fast enough to function on objective tests. This student is now eligible for ENGL 68.

ENGL 68, Writing

In the beginning:

1. This student can read at least at the 10th grade level and write simple sentences.

2. This student will have difficulty with the following: English grammar; English mechanics; sentence structure; and organization of written expression, including paragraph coherence, specific support of general ideas, and ordinary methods of ordering expository material.

At the end:

This student has improved the grammatical and mechanical skills necessary for clear expression in college-level work, and has developed the writing and organizational skills necessary to answer short essay questions across the college curriculum. This student is now eligible for ENGL 1A.

ENGL 1A, Freshman Composition

In the beginning:

This student is college ready and reading at least at the 13th grade level. This student can do the following: write with college-level grammatical, mechanical and composition skills; and answer short essay questions across the college curriculum.

At the end:

This student is prepared to do the following:

1. Use library facilities in researching and writing an extensive research paper, (1500 words) using proper documentation.
2. Write properly documented research papers and reports for college courses.
3. Write full-length essay question answers in all college courses.
4. Incorporate college-level reading matter in original, full-length pieces of analytical writing.

SUMMARY OF RESEARCH FINDINGS

SUMMARY OF RESEARCH FINDINGS

The holistic inquiry model developed for this study is analogous to a slowly turning prism reflecting different light patterns. Each profile of learning assistance students and subgroup comparisons provide the reader with a different insight into the research problem. This summary centers on the answers to the research questions and the policy recommendations.

Who were the Learning Assistance Students and what were their educational goals?
Seventy-four percent, 313 of the 425 students, in this study were minority students, 56 percent female and 44 percent male. This was a different profile from the total Fall 1980 college enrollment of 33.6 percent minority students, 52 percent female and 48 percent male. Fifty-eight percent of the LERN students were delayed entry, five or more years, out of high school. Forty-two percent attended District high schools and seventy-nine percent had either a high school diploma or a G.E.D. Twenty percent did not specify an educational goal when they entered the college. Non-persister goals were less defined than the persisters. Only 50 percent of them declared a major in contrast to 82 percent of the persisters. Ninety-two percent of the transfers and eighty-four percent of the students who completed Associate degrees and Certificates declared a goal of Bachelor or Associate degree compared to fifty-seven percent of the non-persisters.

What was their success rate in reaching their goals?
The highest student success rate in achieving declared entrance goals was in the job skill category with 37 percent; certificate, 36 percent; and transfer and Associate degree, 19 percent. The success rate grouped by class was 42 percent of the LERN 86 (Math Skills) students; 38 percent, LERN 81 (Writing Skills); and 21 percent, LERN 76 (Reading Skills). The low rate for LERN 76 classes may be attributed to student withdrawals. Of the 199 non-persisters in the study, 121, or 61 percent, were withdrawals. The analysis of these students and their course-taking patterns on page 37 show 100 students who withdrew from all classes including LERN 76, 81, and 86 by their first or second semester. The 21 who stayed past two semesters withdrew from 62 percent of the 375 classes they attempted. Seventy-four percent of these withdrawals were minority students: American Indian and Asian, both 4 percent; Hispanic, 32 percent; and Black, 36 percent. There was a strong correlation between student withdrawal and low entering Gates reading comprehension scores, as the chart below indicates.

ENTERING GATES READING COMPREHENSION SCORES

	Female		Male	
Withdrawals	**Mean**	**Median**	**Mean**	**Median**
1st Semester	4.8	4.2	5.9	6.4
2nd Semester	5.5	4.9	5.7	5.4
More Than Two Semesters	3.6	3.3	3.6	2.5

Despite this correlation between low entering Gates reading comprehension scores and student withdrawal, the analysis of reading scores as predictors of student success produced ambiguous results. The first policy recommendation that student success cannot be predicted on test scores alone resulted from this analysis. For college-level work, students must read to learn. They must be able to gather information, summarize, make inferences, and write clearly. The eligibility profiles for ENGL 67, 68, and 1A, on pages 54 and 55, clearly indicate that these skills are necessary for student success. In 1980, students who tested below eighth grade reading level were elegible for LERN 76. With few exceptions, the students in the study were below this level; however, the chart on page 13, showing the progress of students from LERN 76 TO ENGL 1A, shows transfer students with mean Gates exit reading comprehension scores lower than the other students. The chart on page 33 compares percentages of students with entering Gates reading comprehension scores below sixth grade, four months. Of the persisters, transfers had the highest rate.

The second policy recommendation concerns the 42 percent of the study group and the 48 percent of the non-persisters who came from District high schools. Due to this significant number, the recommendation suggests the development of cooperative programs with these schools to access and improve student skills prior to college entrance.

Do learning assistance students articulate to transfer-level classes?
The students in this study completed 5,861 transfer units, 10,194.6 other credit units, and 1,660 units in LERN classes. In addition, they completed 96 units in AMLA and 125 units in ESL. These figures clearly indicate that LERN students were able to move to college and transfer level classes.

By Fall 1986, five of the twenty-two transfer students had completed Bachelor degrees - four at CSU Pomona and one at UCLA. Six were still successfully enrolled at CSU campuses. One had withdrawn from CSU, and one had been academically disqualified. The remaining 11 had completed classes at other educational institutions and were employed. The highest number of transfers to CSU and UC campuses were Asian students. By Fall 1986, two of them had completed Bachelor degrees at CSU Pomona and one at UCLA. While at MSAC, four were enrolled in LERN 76, 81 and the ESL class, ENGL 60. This group of Asian students had a lower entering Gates reading comprehension mean score, 4.5, than the first and second semester withdrawals whose mean entering scores were 4.8 and 5.5. The ambiguity of the low scores is somewhat clarified by the transcript analysis that shows, despite their low scores, these students were able to successfully complete transfer-level classes.

Does concurrent enrollment in learning assistance classes enhance retention in other college credit and transfer programs?
Careful transcript analysis and comparisons of persisters and non-persisters showed that students enrolled only in LERN classes or LERN classes, physical education and GUID did not do as well as students enrolled concurrently in a LERN class and other credit classes. These findings lead to the third policy recommendation that new class structuring, including LERN classes paired with other credit classes, be developed to facilitate student progress from LERN classes to prerequisite level English and mathematics classes.

What was the completion rate in learning assistance classes?
LERN 76 was completed by 82.5 percent of the students, 65.5 percent completed LERN 81, and 75.6 percent completed LERN 86.

What is the progress of learning assistance students to higher level English and mathematics classes?
The new Title 5 regulations and ENGL 68 class prerequisites would have significantly impacted the persisters in this study. Sixty-seven percent of the students who completed LERN 76 took no further English classes. Seventy-one percent who completed LERN 81 took no further English classes, and 91.1 percent who completed LERN 86 took no further math classes.

Do support services make a difference to learning assistance students?
Study data clearly indicates that more persisters than non-persisters used MSAC student services. Seventy-eight percent of the persisters who transferred, completed Associate degrees, Certificates, and advanced course work, had assigned counselors. In contrast, only fifty-seven percent of the non-persisters had assigned counselors. The figures below illustrate these differences.

	Persisters	Non-Persisters
Attended GUID Class	38%	31%
Financial Aid	41%	32%
Handicapped Services	12%	5%

Student responses to the LERN Survey on page 50 show the three services used most by these students were the Library, 48 percent; Counseling, 35 percent; and Financial Aid, 33 percent. Seventy-eight percent of these students said the College had developed and improved their job skills. Sixty percent said the experience at MSAC had helped them get their present job, and seventy-five percent said the MSAC experience generally improved the quality of their life.

ERIC Clearinghouse for Junior Colleges MAY 27 1988